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ABSTRACT

This document is a curriculum resource aimed at correcting common misconceptions that people have of conditions in the developing world. It emphasizes the common needs and aspirations of all the world's children while focusing on cooperation as a basic human response that can be directed toward solving some major global problems. It is divided into three thematic units: commonalities, health, and cooperation. Each unit contains lessons, activities, and student activity sheets. This guide places the basics--language arts, social studies, and mathematics--within the context of active learning sequences. An underlying principle of this guide is that remarkable achievements can be made if people learn to work together. For this reason, cooperative problem-solving and presentations are emphasized throughout. Three appendices include: vocabulary words and suggested activities, curriculum integration matrix, and the cooperative aspects of the lessons. (JRH)

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WITHIN OUR REACH

HELPING STUDENTS DEVELOP AN INTERNATIONAL PERSPECTIVE

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Within Our Reach

Primary

**For the world's children,
good health and education
are within reach.**

Within Our Reach — Primary

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WITHIN OUR REACH — PRIMARY

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Within Our Reach – Primary

Introduction

We North Americans have only a vague idea of conditions in the developing world. Television and newspaper headlines convey images of poverty, misery and helplessness. We know little of the people's courage and intelligence, little of the remarkable progress they have made in recent years. We tend to focus on the differences between us, rather than on those things that we, as members of the human family, have in common.

This curriculum resource seeks to correct those misperceptions. It emphasizes the common needs and aspirations of all the world's children. It focuses on cooperation as a basic human response that can be directed toward solving some major global problems.

Within Our Reach — Primary is divided into three thematic units:

- commonalities
- health
- cooperation.

Within each unit, two lessons explore the theme.

It is not necessary to do every activity in a lesson, nor is it necessary to do them in the sequence presented. Feel free to choose activities according to your curriculum themes and your class's abilities and interests.

In each lesson you will find a list of vocabulary words. As in any resource designed for grades 1 to 4, some words will be too easy for grade 4 children, while others will be too hard for early primary students. Again, please use the vocabulary words in whatever way is appropriate for your class. Appendix A is a complete list of all the vocabulary words used throughout the manual, with some suggestions for activities using them.

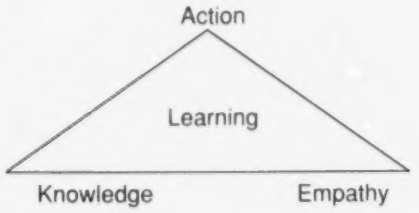
Use your own creativity to adapt the activities for your class. For example, when the directions say, "Have the students write a story about...," this does not have to be a pencil and paper story. They can write stories on the computer, tell their stories orally onto a tape recorder, write poems, write rebus stories, and so on. Similarly, when the directions say, "Have the children illustrate...," feel free to use any art medium at hand.

Some lessons include student activity sheets. These are stories and activity pages for the students' use. They can be photocopied and distributed to the students individually or in groups.

The lessons in this manual fit into many parts of the curriculum. Appendix B is a curriculum integration matrix.

UNICEF recognizes that elementary school students are best stimulated by active involvement in their learning. This guide places the basics — language arts, social studies, mathematics — within the context of active learning sequences.

Knowledge, empathy and action are three essential components of learning. Active learning generates empathy. Empathy motivates students to acquire knowledge and to act to make their world a more just place.



An underlying principle of this curriculum guide is that remarkable achievements can be made if people learn to work together. For this reason, cooperative problem-solving and presentations are emphasized throughout. Appendix C summarizes the cooperative aspects of the lessons.

TEACHERS' NOTES

COMMONALITIES

Happy Birthday to Everyone

People around the world celebrate their birthdays in different ways. In Europe and the Americas, birthdays are celebrated every year. The birthday child usually receives gifts from family and friends, and often gives token gifts in return. In some Asian countries, only certain years are marked by a birthday celebration. In Africa, people generally do not observe an annual day of birth. Instead, there are rituals and feasts to commemorate rites of passage such as baby-naming, puberty and marriage. But everywhere, these observances celebrate people's existence and their place in a family, clan or community.

Lesson Overview

Students compare North American ways of celebrating birthdays with those of children in other parts of the world. They note the differences but emphasize the similarities.

Learning Outcomes

Students will be able to:
- explain why people celebrate their birthdays.
- give examples of birthday customs in other parts of the world.
- compare birthday customs in North America with those in other countries.
- appreciate similarities and differences in the ways that children celebrate their birthdays.

Curriculum Tie-In

Language Arts
Social Studies
Mathematics
Art

Vocabulary Words

ancestor	ceremony	family
birthday	custom	gift
celebration	decorations	party

Materials

- "Birthdays Are Special" student activity sheet
- "Birthday Celebrations Around the World" student activity sheets
- world map, atlas or globe
- graph paper
- art supplies

Suggested Activities

- Start this activity on a student's birthday. Have the class sing "Happy Birthday" to that child. Celebrate with a special card or treat.

- Have the students suggest reasons that people celebrate their birthdays. List their suggestions. Discuss:
— How old were you on your last birthday? How old will you be on your next birthday?
— How do you feel on your birthday?
— How do people treat you on your birthday?
— Why do you think people like to mark each year as they grow older?

- Pass out the "Birthdays Are Special" student activity sheet. Before the students fill it out, discuss the categories and have them give examples of different birthday customs. After they have completed the student activity sheet, have them compare the features of their birthday celebrations with one another. Have them make graphs showing how common each feature is in the class.

- Have the students read the "Birthday Celebrations Around the World" student activity sheets. Because there are three stories, you may wish to do this in groups. Locate on a map or globe the countries and towns where each story takes place. Discuss:
— How are the birthday customs in the different countries similar? How are they different?
— How are your birthday celebrations different from those in other countries?
— What birthday customs from other countries would you like to have as part of your birthday celebration?
— What is the same about birthday celebrations everywhere?
Divide the class into groups and assign each group one of the countries, including Canada.

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Have each group illustrate a section of a class mural on birthday celebrations around the world.

Extension Activities

- Find out how to say "Happy Birthday" in several other languages. Make a mobile or bulletin board display of these phrases.
- Collect and learn birthday songs in many languages.

For More Information

Confetti: The Kids Do-It-Yourself Party Book. Fiarotta, Phyllis and Noel. Workman Publishers, 1978.

Giggles to Gumdrops: Creative Birthday Party Ideas. Grover, Kathleen and Kelts, Jeannie. Giggles to Gumdrops Publishing, Box 511, Consort, Alberta T0C 1B0. 1986.

We Celebrate Family Days. Kallman, Bobbie, Hughes, Susan and Harrison, Karen. Crabtree Publishing, 1986.

Children's Festivals from Many Lands. Millen, Nina. Friendship Press, 1964.

Birthday Parties Around the World. Rinkoff, Barbara. M. Barrows and Company, Inc., 1967.

Teacher's Guide to Pronounciation of Foreign Phrases in "Birthday Celebrations Around the World" student activity sheet:

Lang zal hij leven — Lohng zahl hay *lay*-ven
In de gloria — In duh *hlor*-ee-a
Hiep, hiep, hoera — Heep heep hoo-rah

Hartelijk Gefeliciteerd Met Je Verjaardag — *Hart*-a-look huh-fay-lee-cee-*tard* met yuh vair-*yar*-dah

Feliz cumpleanos a ti — Fay-*lees* coom-play-*ahn*-yose ah tee

querida — kay-*ree*-thah

Sang il ul chook hamnida — Sahng il ul chook hahm-*nee*-dah

STUDENT ACTIVITY SHEET

BIRTHDAYS ARE SPECIAL

What makes your birthday special? Perhaps there are certain foods that you eat on your birthday. Perhaps there are special games that you like to play. In the chart below, tell how you celebrate your birthday.

FOODS

_____

GAMES & ACTIVITIES

_____

DECORATIONS

_____

DRESS

_____

GIFTS I RECEIVE

_____

GIFTS I GIVE

_____

Draw a picture of what you like best about your birthday.

STUDENT ACTIVITY SHEET

BIRTHDAY CELEBRATIONS AROUND THE WORLD

Willem — The Netherlands

Willem [*Vill*-em] lives in the town of Heerenveen in The Netherlands. He is turning seven years old.

On the morning of his birthday, Willem gets to sleep late — even if it is a school day! His family comes into his room. Each one carries a small gift and some candies. They wake him by singing:

Lang zal hij leven	(Long may he live
Lang zal hij leven	Long may he live
Lang zal hij leven	Long may he live
In de gloria	In prosperity
Hiep, hiep, hoera!	Hip, hip, hurrah!)

At the breakfast table, Willem's fork, knife and spoon are decorated with little bows. His chair is hung with flowers or evergreen branches. The house is decorated with balloons, streamers, ribbons, bows and flowers. Birthday cards decorate his place at the table.

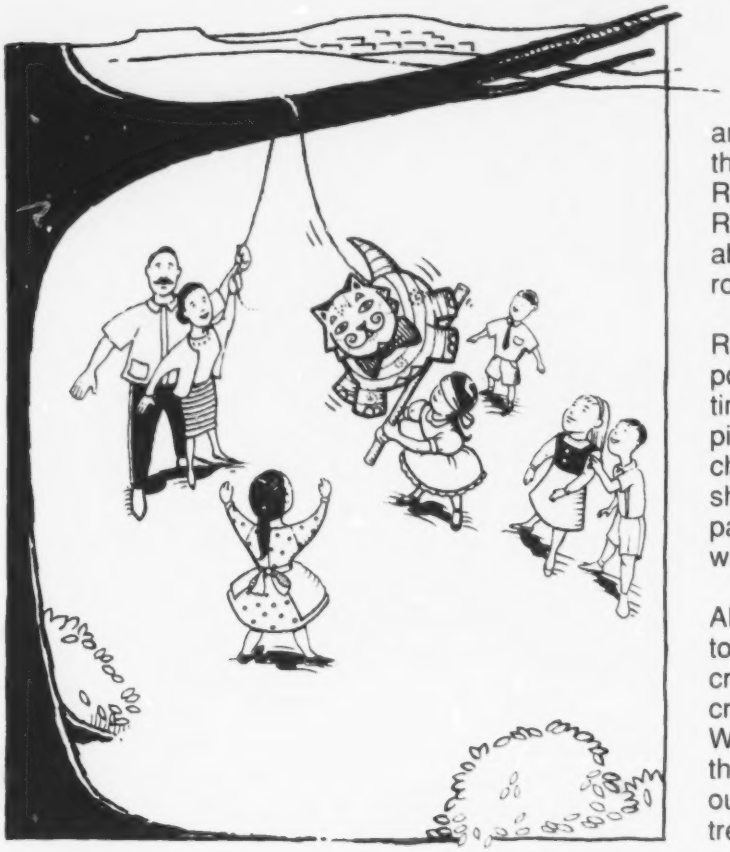
Willem chooses whatever he wants for breakfast. On this day he has thin Dutch pancakes with whipped cream and jam instead of the usual eggs, bread, and cheese or ham.

At school, Willem's friends greet him with "Hartelijk Gefeliciteerd Met Je Verjaardag" ("Hearty Congratulations For Your Birthday"). He gives them small sweet pastries called taartjes [*tar*-yuhs] as a way of sharing the happiness of the day.

In the evening, relatives and friends come over to celebrate. They bring Willem gifts, and everyone eats more taartjes and candies and drinks tea.

By bedtime, Willem's stomach is full of cake and candy. "I am seven!" he thinks. Then he quickly falls asleep.

Rosa — Venezuela



Rosa lives in the town of Calabozo [Kah-lah-*bo*-so] in Venezuela. She is turning eight years old.

Rosa was born on the day of the year that was named for Santa Rosa, or Saint Rose. So on that day, she celebrates not only her birthday, but also the name-day of the saint.

After breakfast Rosa, her family and her party guests go to church. The priest blesses her. Then they go back to Rosa's house for a piñata [peen-*yah*-tah] party.

The piñata is a pottery jar filled with goodies like candies, peanuts and small toys. It is decorated with coloured paper and cloth to make it look like something, such as a clown or a donkey. Rosa's piñata looks like a cat. Rosa's parents hold the piñata high above the heads of the children by a rope.

Rosa is blindfolded and given a long pole. She is turned around three times. Then she tries to whack the piñata with the pole. The other children guide her. "Higher!" they shout. "Over here!" But Rosa's parents pull the piñata out of the way just in time.

All the children take a turn at trying to hit the piñata. Finally someone cracks it. The next child makes the crack bigger. On Rosa's next turn, WHACK! The pole smashes through the piñata and the goodies tumble out. All the children scramble for the treats.

The guests give Rosa birthday gifts. Then her parents serve cake. Everyone sings "Feliz Cumpleaños" [Fay-*lees* coom-play-*ahn*-yose].

Feliz cumpleaños a ti
Feliz cumpleaños a ti
Feliz cumpleaños, querida Rosa
Feliz cumpleaños a ti.

(Happy birthday to you
Happy birthday to you
Happy birthday, darling Rosa
Happy birthday to you.)

After the guests leave, Rosa has a job to do. She must help her parents clean up the mess from the piñata!

Yong Tu — Korea

Yong Tu lives in the town of Sangju [Sahng-joo] in South Korea. He is turning one year old.

If you ask Yong Tu's mother how old he is turning today, she will say, "Two." Koreans believe that a child is one year old when he or she is born. So at the first birthday, the child is said to be two years old.

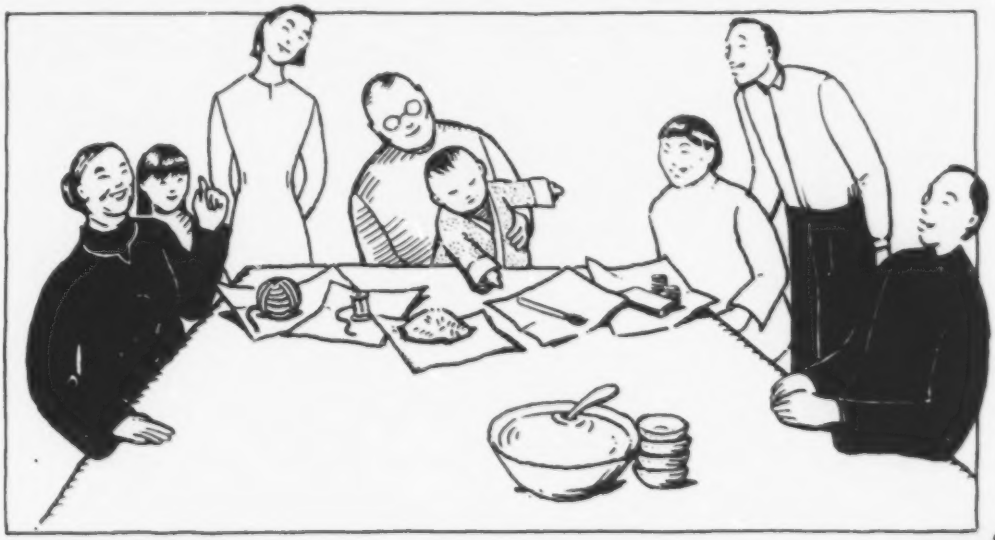
There are two very special birthdays for Koreans. One is the first birthday. The other is when a person turns sixty.

Today, on his birthday, Yong Tu's mother and grandmother dress him in a special set of clothes. The clothes are old and embroidered in many bright colours. They have been used by every child in Yong Tu's family for many years. Now it is Yong Tu's turn to wear them.

When the guests arrive, Yong Tu's father holds him in his lap. They sit in front of a table that is covered with many things such as yarn, money, rice and a paint brush. These things are not wrapped, but sit on the table for all to see. The adults try to guess which thing Yong Tu will pick first. Whatever he chooses will tell what kind of life he will have when he grows up. If he picks yarn or thread, he will have a long life. If he picks money, he will be wealthy. If he picks rice, he will always have plenty of food. If he picks a paint brush, he will be a good student.

All the guests wait impatiently for Yong Tu to choose. He reaches for the paint brush. "A student!" his grandmother cries. "Very good, very good!" All the guests nod their heads. How wonderful that Yong Tu will be a good student! "Sang il ul chook ham-nida," they say. ("Happy Birthday.")

Then the guests give gifts to Yong Tu. His mother and grandmother serve a meal of seaweed soup, a spicy pickled cabbage dish called kimch'i [kim-chee] and sweets. The guests talk about Yong Tu's future. By the time everyone leaves, the birthday boy has fallen asleep!



TEACHERS' NOTES

COMMONALITIES

Let's Play!

Children everywhere play games to get exercise, improve their skills and have fun. The games they play and the equipment they use may differ, but the basic principles of play and sportsmanship are the same.

Lesson Overview

Students compare our most common games with those of children in other parts of the world, noting differences and similarities. They discuss the universal aspects of game-playing.

Learning Outcomes

Students will be able to:
- classify games according to type.
- play games from other parts of the world.
- describe similarities between our games and those of other cultures.
- appreciate the universal aspects of game-playing.

Curriculum Tie-In

Language Arts
Social Studies
Art
Physical Education

Vocabulary Words

aim	hop	
equipment	jump	sportsmanship
exercise	kick	strength
fair	race	team
game	run	throw
goal	speed	unfair

Materials

- "Games Around the World" student activity sheets
- art supplies
- physical education equipment (balls, hoops, ropes, etc.)

Suggested Activities

- Ask the students to name the games they like to play. Write these on the chalkboard as they brainstorm. Discuss:
— What kinds of games do you play alone? in pairs or small groups? in teams?
— What kinds of games do you play at birthday parties?
— What kinds of games did you play when you were little?
— What kinds of games do you play indoors? outdoors? on grass? on pavement?
— What kinds of games do you need equipment to play?

- Make a large chart, classifying the games that the children have identified. Add games as students think of them. Point out that some games fall into more than one category. On the following page is a sample chart of some common active games, grouped by type.

- Have the children draw pictures to illustrate at least one game of each type on the chart.

- Have the students read the "Games Around the World" student activity sheets. Divide the class into four groups. Assign one game from the student activity sheets to each group. Have the group learn the game, then teach it to the other groups. Discuss how the international games are the same as, similar to or different from games that the children normally play.

- Discuss the universal aspects of game-playing:
— Why do we play games?
— What makes a game fun?
— When children play a game in a group, what kinds of behaviour are important?
— What makes a person a good sport? A poor sport?
— Why are rules important in playing games?
— What kinds of skills do we learn or practice when we play games?

- Many children around the world have only very simple equipment or they must make their own equipment from materials such as sticks, peb-

GAMES WITH BALLS	GAMES WITH SMALL OBJECTS	GAMES WITH STRINGS & ROPES
spud dodgeball kickball baseball softball soccer basketball catch monkey in the middle	marbles tops pick up sticks jacks	cat's cradle jumprope tug of war
		CIRCLE GAMES dodgeball duck, duck, goose
GAMES WITH HOOPS	**CHANTING GAMES**	**GAMES OF IMITATION**
hula hoop stick & hoop	hand-clapping jumprope London Bridge	Simon says follow the leader
GAMES OF AIM	**RUNNING GAMES**	**GAMES PLAYED IN A LINE**
marbles darts ringtoss horseshoes	tag follow the leader races hide and seek	follow the leader London Bridge relay races tug of war
GAMES WITH GOALS	**HOPPING & JUMPING GAMES**	**GAMES OF STRENGTH**
hockey ringette soccer basketball	hopscotch jumprope leapfrog	tug of war arm wrestling

bles, seashells, etc. Have the children try to play softball with a stick and a tightly-wound piece of cloth for a ball, pick up sticks with straight twigs, or marbles with round pebbles. Discuss: Is playing with hand-made equipment as much fun as playing with the proper equipment? Why or why not?

For More Information

Eskimo Inuit Games (Book One). Eger, F.H. X-Press, 3905 W. 12th Avenue, Vancouver, B.C. V6R 2P1.

Games of the World. Grunfeld, Frederic V. Swiss Committee for UNICEF, Canada, 1982. Available from your provincial UNICEF office.

Children's Games from Many Lands. Millen, Nina. Friendship Press, 1965.

World Games and Recipes. The World Association of Girl Guides and Girl Scouts.

"Kids at Play." Film about the kinds of games kids have played through the ages. 29 min. National Film Board, catalogue #106C 0177 321.

STUDENT ACTIVITY SHEET

GAMES AROUND THE WORLD

Zoo Game
Brazil

Equipment
A blindfold for every player.

Space
Big room or outdoor play area.

Directions
Divide the players into groups of five or six. Each group chooses an animal that makes a definite noise. Every player is blindfolded and everyone scatters. At a signal from the leader, all the players move around making the noise of their group's animal. Each group has to gather together by sound.

The first group to gather together wins.

The Egg Game
Iceland

Equipment
A few balls about the size of a basketball or volleyball.

Space
Gymnasium or playground.

Directions
Divide the children into groups of seven or eight. All the players in a group stand in a circle facing inwards with their legs apart. One player starts the game by trying to roll the ball through someone's legs. The players may not put their feet together, so they must try to stop the ball with their

hands. They may try to roll it between someone else's legs but they may not move from their place in the circle.

If the ball does go through someone's legs, that player is out. The game continues until only one player is left.

Lagan Buri
Senegal

Equipment
A handkerchief.

Space

Large outdoor play area.

Directions
A home base is named at the beginning of the game and one player is chosen as "It."

All the players scatter and cover their eyes. "It" hides the handkerchief ("lagan") within the play area, then cries, "Buri!" and runs away. The other players try to find the handkerchief. The finder calls out that the handkerchief has been found. Now all the other players try to get to home base. The player who found the handkerchief tries to tap them before they reach home base. Whoever is tapped is out of the game.

Eggshell Relay
Philippines

Equipment
Two fans and two blown eggshells or two ping pong balls.

Space
Gymnasium or paved playground.

Directions
Divide the players into two equal teams. Assign a goal or base to each team. Each goal should be at least 2 metres away from the middle of the playing area.

Each team stands in a single line across the playing area, facing its goal. The first player on each team is given an eggshell and a fan.

When the leader whistles or shouts, "Start!" the first player on each team puts the eggshell on the ground and starts fanning, steering it toward the goal. The fan must not touch or push the eggshell.

As soon as the eggshell reaches the goal, the player picks it up, runs around the goal and hands the eggshell and the fan to the next player in line. The next player fans the eggshell toward the goal in the same way, and so on down the line until everyone has had a turn.

Whichever team finishes first wins.

TEACHER'S NOTES

HEALTH

Be Wise, Immunize

The six major diseases that can be prevented by immunization are measles, whooping cough (pertussis), polio, diphtheria, tetanus and tuberculosis. (In Canada children are not routinely immunized against tuberculosis because of its low incidence, but in most developing countries they are.) It costs only about $6 for all the vaccines needed to protect a child against these six diseases.

Vaccine-preventable diseases kill almost 4 million children a year and leave millions of others disabled. Measles alone kills 2 million children each year.

In the 1970s fewer than 50% of the developing world's children were receiving even a first dose against diphtheria, whooping cough, tetanus and polio. Today, approxiimately 40% of the developing world's children are fully immunized against those four diseases, 50% against tuberculosis and 26% against measles. Immunization is now saving the lives of approximately 1 million children a year in the developing world. The goal of UNICEF is universal immunization of the world's children.

Lesson Overview

Students discuss the importance of immunization and find out how vaccine works.

Learning Outcomes

Students will be able to:
- explain why it is important to be immunized.
- describe how vaccine works.
- appreciate the need for universal immunization.

Curriculum Tie-In

Language Arts
Social Studies
Health
Art
Science

Vocabulary Words

antibody	immunize	tetanus
blood	measles	tuberculosis
diphtheria	needle	vaccination
disease	polio	vaccine
germ	protection	village
immunization	shot	whooping cough

Materials

- "Immunization Helpers" student activity sheets
- art supplies

Suggested Activities

- Ask the children to recall the last time they received a vaccination shot. Have them share their vaccination experiences orally, in writing, or in art form.

- Visit the local public health clinic or invite a public health nurse into the class. Find out what the vaccines look like, how they are stored, what kinds of needles are used, and so on.

- Have the students read the "Immunization Helpers" student activity sheets. Discuss:
  — Explain the phrase, "Be wise, immunize!"
  — Do you think that the second of pain of the vaccination shot is worth years of protection from disease? Why or why not?
  — In most parts of Canada, children are not allowed to go to school unless they have had their vaccinations. Why do you think this is so?

- Have the class adapt the How Vaccination Shots Work story as a play or puppet play. They can take the parts of evil-looking germs, friendly-looking blood cells and valiant antibodies. Have each group wear a different colour hat. Videotape the play or take photographs and mount the pictures in order on the bulletin board. Have the children write captions to label the vaccination process.

- Have the students pretend that they are health workers like Ocan and Akello. Have them design posters or advertisements that encourage parents to have their children immunized. Make a bulletin

board display of the posters. Older children can design TV ads, which you can videotape, or write morning announcements for a school broadcast.

Extension Activities

- At $6 per child, have the children calculate how much it would cost to vaccinate all the children in their family, in the class, in the school.

For More Information

We Are the Children. Spiegelman, Judith M. and UNICEF. The Atlantic Monthly Press, 1986. Available from your provincial UNICEF office.

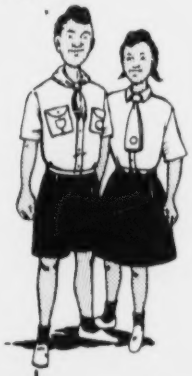
The American Medical Association Family Medical Guide. Kunz, Jeffrey R.M., ed. Random House, 1982.

"Messages." A film on health care. Available from your provincial Red Cross office or from Canadian Red Cross Society, 1800 Alta Vista Drive, Ottawa, Ontario K1G 4J5.

STUDENT ACTIVITY SHEET

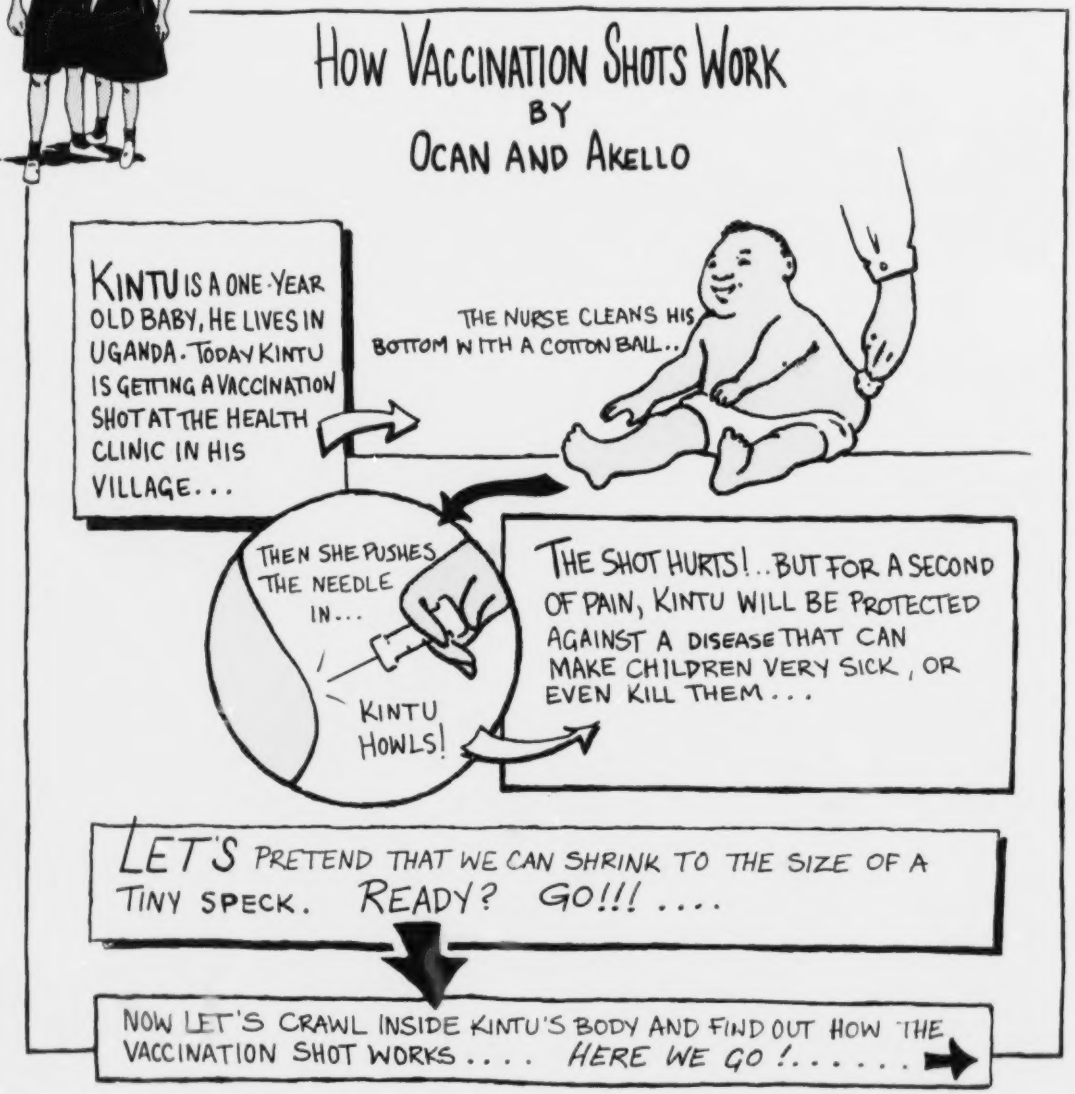
IMMUNIZATION HELPERS

Ocan [Oh-*chan*] and Akello [A-*kell*-oh] are brother and sister. Ocan is 11 years old. Akello is 10. They live in Uganda, a country in Africa.



Ocan is in the Boy Scouts and Akello is in the Girl Guides. Both the Scouts and the Guides promise to "help other people at all times." Ocan and Akello are going to help other people and earn their Immunization Helper badges at the same time.

The first thing they must do is tell people about immunization. So they write a story that explains how vaccine works. Here is their story:


How Vaccination Shots Work
BY
Ocan and Akello
KINTU IS A ONE-YEAR OLD BABY. HE LIVES IN UGANDA. TODAY KINTU IS GETTING A VACCINATION SHOT AT THE HEALTH CLINIC IN HIS VILLAGE...
THE NURSE CLEANS HIS BOTTOM WITH A COTTON BALL..
THEN SHE PUSHES THE NEEDLE IN...
KINTU HOWLS!
THE SHOT HURTS!..BUT FOR A SECOND OF PAIN, KINTU WILL BE PROTECTED AGAINST A DISEASE THAT CAN MAKE CHILDREN VERY SICK, OR EVEN KILL THEM...
LET'S PRETEND THAT WE CAN SHRINK TO THE SIZE OF A TINY SPECK. READY? GO!!! ....
NOW LET'S CRAWL INSIDE KINTU'S BODY AND FIND OUT HOW THE VACCINATION SHOT WORKS.... HERE WE GO !.....

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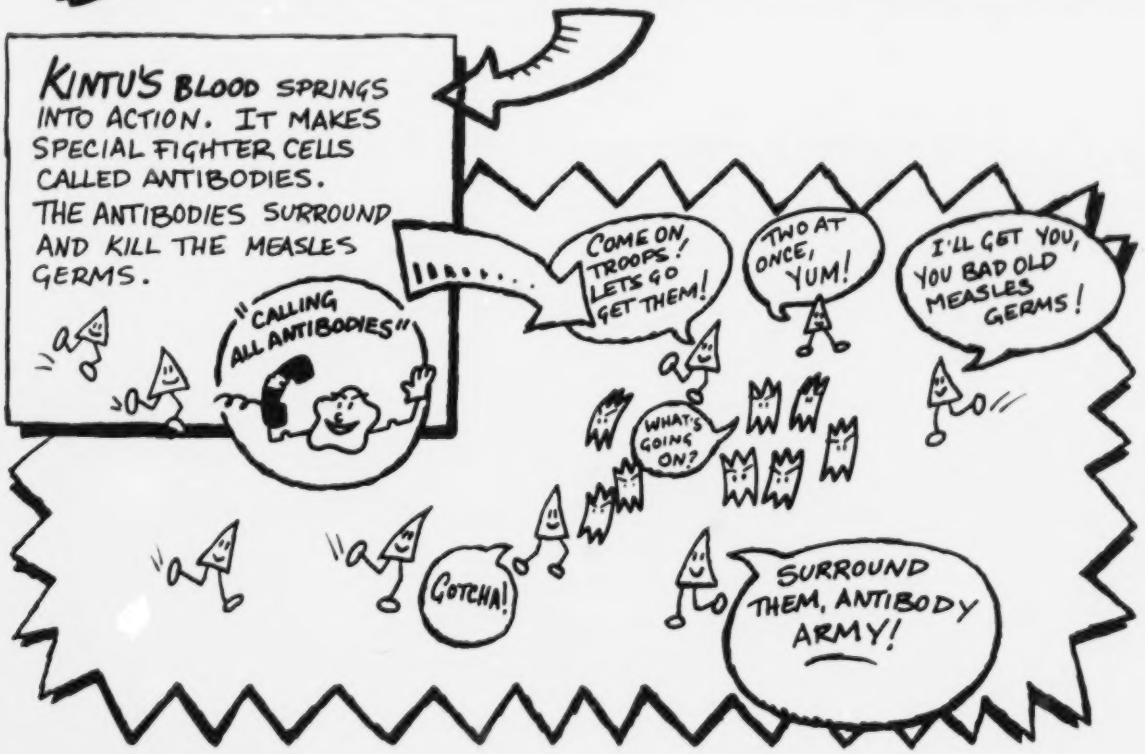
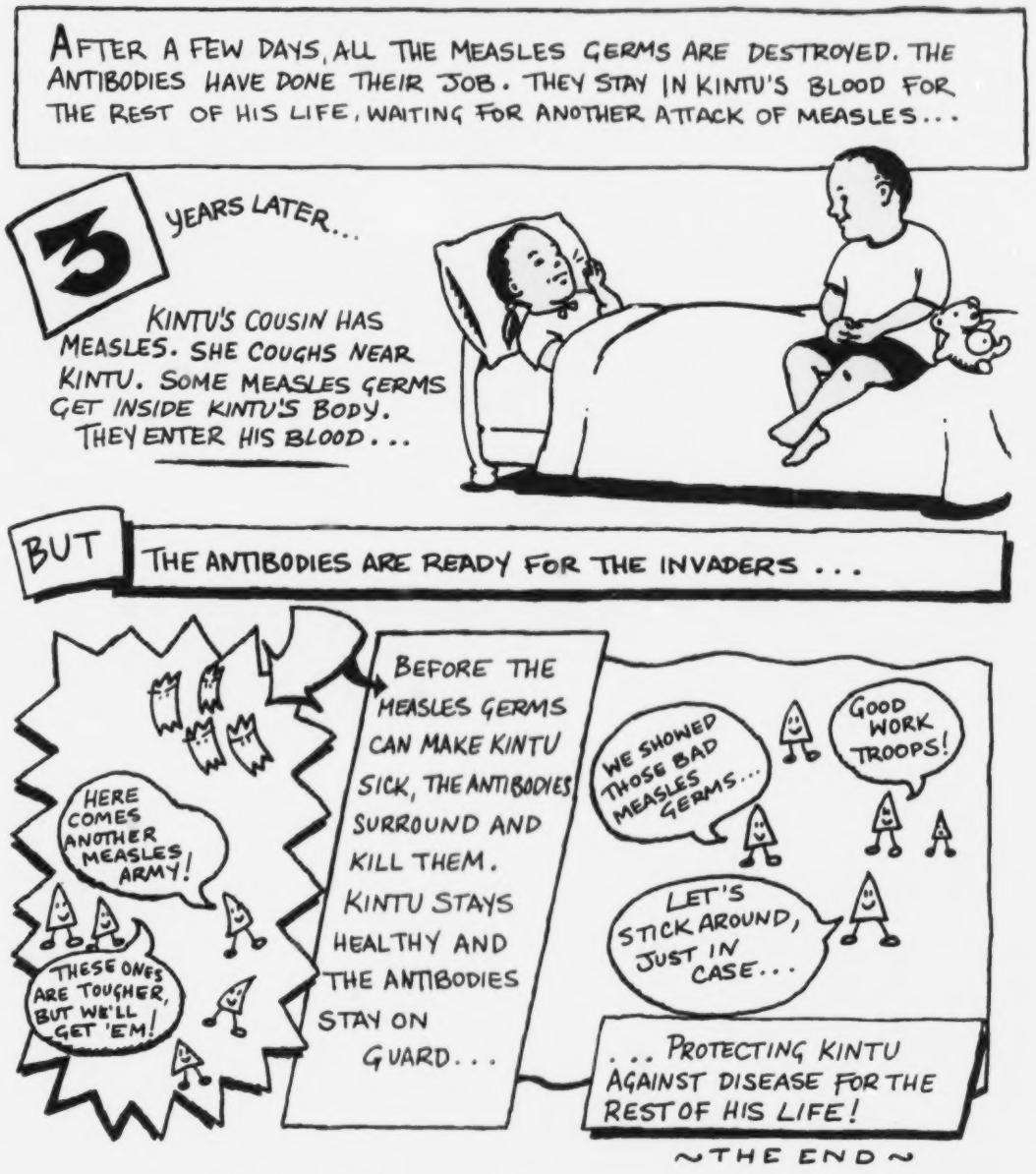
EDUCATION

WELCOME TO THE BLOOD...
featuring
BLOOD CELLS
THEY WORK HARD TO KEEP KINTU'S BODY HEALTHY
MEASLES GERMS
THESE TROUBLE-MAKERS AREN'T WELCOME HERE...
HERE COME SOME FUNNY-LOOKING STRANGERS
THEY DON'T BELONG HERE!
HALT! WHO ARE YOU!?
..AND WHAT ARE YOU DOING HERE?
HA HA
HA HA
WE'RE MEASLES GERMS AND WE'RE GOING TO MAKE YOU SICK!!
THE STRANGERS ARE VERY WEAK GERMS THAT CAUSE THE MEASLES DISEASE. THEY WERE IN KINTU'S VACCINATION SHOT...
BUT...
THE MEASLES GERMS LAUGH WEAKLY, THEY ARE ALMOST DEAD & NOT VERY STRONG..


KINTU'S BLOOD SPRINGS INTO ACTION. IT MAKES SPECIAL FIGHTER CELLS CALLED ANTIBODIES. THE ANTIBODIES SURROUND AND KILL THE MEASLES GERMS.
"CALLING ALL ANTIBODIES"
COME ON, TROOPS! LETS GO GET THEM!
TWO AT ONCE, YUM!
I'LL GET YOU, YOU BAD OLD MEASLES GERMS!
WHAT'S GOING ON?
COTCHA!
SURROUND THEM, ANTIBODY ARMY!


AFTER A FEW DAYS, ALL THE MEASLES GERMS ARE DESTROYED. THE ANTIBODIES HAVE DONE THEIR JOB. THEY STAY IN KINTU'S BLOOD FOR THE REST OF HIS LIFE, WAITING FOR ANOTHER ATTACK OF MEASLES...
3 YEARS LATER...
KINTU'S COUSIN HAS MEASLES. SHE COUGHS NEAR KINTU. SOME MEASLES GERMS GET INSIDE KINTU'S BODY. THEY ENTER HIS BLOOD...
BUT THE ANTIBODIES ARE READY FOR THE INVADERS ...
HERE COMES ANOTHER MEASLES ARMY!
THESE ONES ARE TOUGHER, BUT WE'LL GET 'EM!
BEFORE THE MEASLES GERMS CAN MAKE KINTU SICK, THE ANTIBODIES SURROUND AND KILL THEM. KINTU STAYS HEALTHY AND THE ANTIBODIES STAY ON GUARD...
WE SHOWED THOSE BAD MEASLES GERMS...
GOOD WORK TROOPS!
LET'S STICK AROUND, JUST IN CASE...
... PROTECTING KINTU AGAINST DISEASE FOR THE REST OF HIS LIFE!
~THE END~

Akello and Ocan give copies of their story to their friends, so they will learn about vaccination. They tell parents in their village when they can take their children to the clinic to get their vaccinations. They offer to babysit other children so that mothers can take their babies to the clinic. They take a written test to show that they have learned about immunization.

Now Ocan and Akello have done all the work to earn their badges. Their Scout leaders pin their Immunization Helper badges on their uniforms. Akello and Ocan are proud. They know that they have helped save the lives of many babies and children in their village. They smile and say, "Be wise, immunize!"

IMMUNIZE SAVE LIVES
UGANDA SCOUTS & GUIDES WITH UNICEF

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HEALTH

Child Health Scouts

We usually think of adults as providers of health care, but children can also help themselves, their relatives, friends and neighbours to stay healthy. In many developing countries, children disseminate health information, work with health professionals to spot signs of disease, participate in preventive health clubs and help their families maintain good sanitation and health practices.

Lesson Overview

Students discuss examples of how children can be and have been health workers.

Learning Outcomes

Students will be able to:
- list a number of ways in which they can help themselves and others to stay healthy.
- give at least one example of how children have helped fight disease and promote good health.
- appreciate the role that children can play in keeping themselves and others healthy.

Curriculum Tie-In

Language Arts
Social Studies
Health
Art
Science

Vocabulary Words

blind	examine	scouts
cleaner	health	sores
cure	ointment	yaws
diarrhea	penicillin	trachoma
evaporate	solar	water
		water vapour

Materials

- "Child Health Scouts" student activity sheets
- "A Solar Water Cleaner" student activity sheet
- world map, atlas or globe
- art supplies
- bowl, drinking glass, clear plastic wrap, stones (for solar water cleaner)

Suggested Activities

- Ask the children to give examples of how adults — parents, doctors and nurses — help children to get and stay healthy. These might include diagnosing illnesses, giving medicine, taking temperatures, and so on. Now ask the students to think of ways in which *children* can help themselves and others to get and stay healthy. List their suggestions. Some examples might include:
— covering mouth and nose when coughing or sneezing
— washing hands after going to the bathroom and before eating
— brushing teeth at least twice a day
— keeping dirt out of cuts and scrapes
— preventing small children from doing dangerous things, such as handling knives or putting small objects in their mouths.

- Divide the class into groups and assign each group one health measure from the list. Have the groups do one or both of the following activities:

a. Do a skit, pantomime or puppet show acting out the health measure. Have the class guess which health measure each group is acting out.

b. Draw a two-part cartoon illustrating the health measure, with one part showing the wrong way to deal with the situation (for example, sneezing without covering nose) and the other part showing the right way (hand over nose and mouth when sneezing). Assemble the cartoons in a bulletin board display or class book.

- Point out that when children help themselves and others to stay healthy, they might be called Child Health Scouts. Have the children read the "Child Health Scouts" student activity sheets. Locate Indonesia, Taiwan and Ghana on a map or globe. Discuss:
— What is a Child Health Scout?
— How did the Yaws Scouts help the nurses cure more people?

— In Taiwan, why did all the students wash their hands before passing out the tubes of eye ointment?
— Why were the tubes of eye ointment numbered to match the armbands of the children with trachoma? Why was it important that every child use only his or her tube of eye ointment?
— Why was Awo worried?
— How did the solar water cleaner make the water clean?

Extension Activities

- Invite a public health nurse into the class to talk about basic health care and hygiene. After the talk, add suggestions to the list of ways that children can help themselves and others to stay healthy.

- Have the class make an ABC book on staying healthy. For example, the A entry could be "**A**lways brush your teeth after meals" or "Eat carrots for Vitamin **A**."

For More Information

We Are the Children. Spiegelman, Judith M. and UNICEF. The Atlantic Monthly Press, 1986. Available from your provincial UNICEF office.

STUDENT ACTIVITY SHEET

CHILD HEALTH SCOUTS

The Yaws Scouts

Yaws is a disease in which people have large, painful, open sores on their bodies. For a long time, there was no cure for yaws. Then doctors found that a medicine called penicillin could cure yaws. You may have taken penicillin for a bad sore throat or earache.

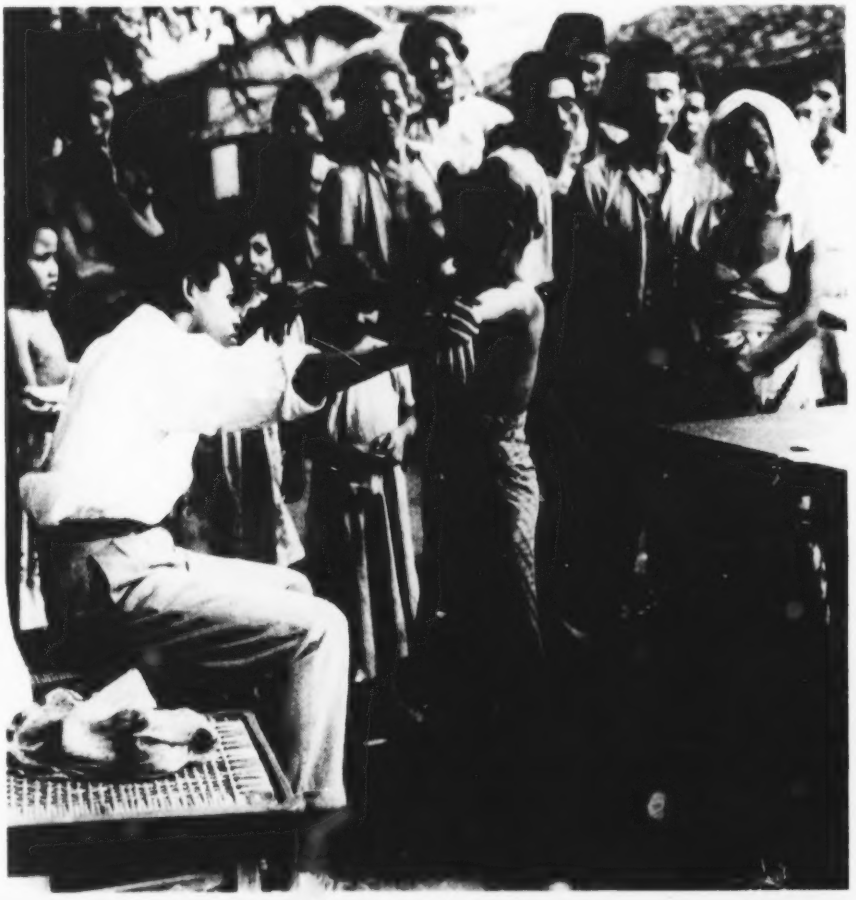
Indonesia is a country in Asia. In Indonesia, more than ten million people had yaws. Young people helped to cure it. Here is what they did:

Doctors taught high school students how to spot signs of yaws in people who had the disease. These students, who were known as the "Yaws Scouts," went to their own villages. They asked a drum player to beat on a hollow log. The drum beat called all the people to gather in the centre of the village.

When all the people were together, the Yaws Scouts examined them for signs of yaws. They gave a card to everyone who had yaws. Then all the people went home.

A few days later, a team of nurses came to the village. Again the drummer beat on the hollow log. This time only the people who had been given cards came to the centre of the village. The nurses gave them shots of penicillin. Almost everyone who received the shots got better.

Within ten years, the Yaws Scouts helped ten million people in Indonesia recover from yaws.



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The Eye Helpers

Trachoma is an eye disease that can make people blind. In Taiwan, a country in Asia, two million people had trachoma. Many of these people were children. Doctors taught teachers how to treat trachoma, and teachers taught their students how to help.

Have you heard of fire drills? In Taiwan, some schools had eye-care drills! Here is what happened in one classroom:

The teacher gave the signal to begin. Some children passed out numbered armbands to their classmates who were going to be treated for trachoma. Other students got basins of soap and water. Each of the students washed his or her hands. Some students passed out tubes of eye ointment. The tubes were numbered to match the armbands. This was to make sure that every child used only his or her tube.

The children with trachoma lined up. The teacher squeezed ointment into their eyes. (In some classes, students squeezed the ointment into their classmates' eyes.) Other students pressed small squares of tissue paper over the eyelids of the children who had received the ointment. This helped to spread the ointment inside the eye.

Students collected the tubes and put them away. The children returned to their seats. The whole eye-care drill took five minutes!

The same thing happened in classrooms all over Taiwan. In this way, more than one million cases of trachoma in schoolchildren were cured. The Eye Helpers really helped!

The Clean Water Girl

In Canada, most water is treated with chemicals before it comes to our homes, to make sure that it is clean and safe to drink. But in many parts of the world, water is not clean. It may look clean but it contains germs that can make people sick or even kill them.

The most common disease caused by germs in dirty water is diarrhea. Every year, millions of people die from diarrhea. Most of them are children.

Here is what one girl did to help her family and her village make sure that their water was clean and safe to drink:

Awo [Ah-woe] was an eight year old girl who lived in Ghana. Ghana is a country in Africa.

Awo was worried. Her mother was going to have a baby. Why wasn't Awo happy about this? She was! She very much wanted a baby sister or brother. But she was worried because just a year ago, her baby brother had died from diarrhea. He got the diarrhea from germs in water that he drank. Awo was afraid that the same thing would happen to this new baby.

One day a health worker came to Awo's school. She told Awo's class about a way to make water clean. It was called a solar water cleaner. The health worker said that the solar water cleaner would make water safe to drink. She showed the children how to make one.

Awo rushed home after school and made a solar water cleaner. She showed it to her mother. She told her what the health worker had said. Her mother smiled. She thanked Awo for helping to keep the whole family healthy.

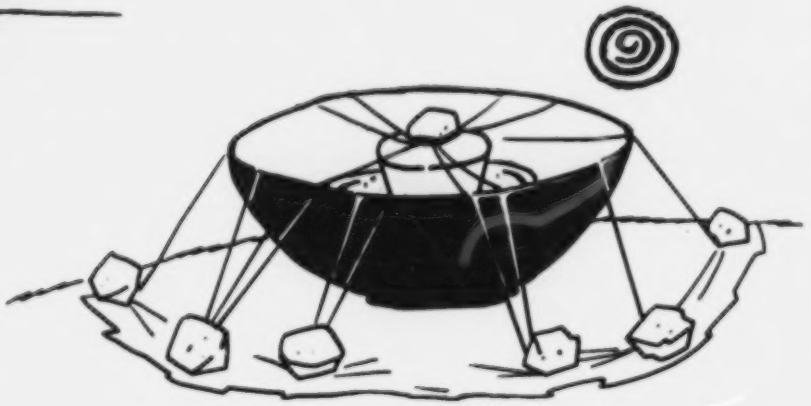
The solar water cleaner worked. When the new baby was born, it stayed healthy. So did Awo. When other people in the village saw how Awo's solar water cleaner got rid of germs in water, they made cleaners, too. Soon everyone in the village was drinking clean water. There were very few cases of diarrhea. The villagers called Awo "The Clean Water Girl"!

A SOLAR WATER CLEANER

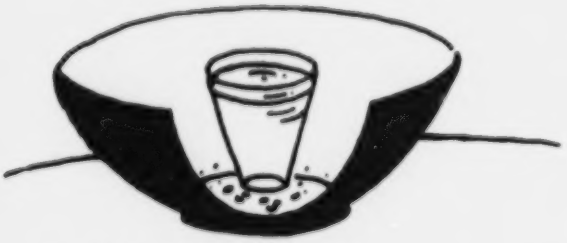
Here's how to make a solar water cleaner, just like Awo's.

1. Mix a small amount of dirt into about 1 litre of water.
2. Pour the dirty water into a bowl.
3. Stand a glass in the centre of the bowl.
4. Cover the bowl with clear plastic wrap and weight down the edges of the plastic with stones.
5. Place a stone on the plastic over the centre of the glass.
6. Leave the water cleaner in the sun all day.
7. Remove the plastic. Look in the glass. What do you see? Look in the bowl. What do you see? What happened?

Clean glass set in dirty water.



Bowl covered with plastic wrap.



Glass is filled with clean water.

COOPERATION

Cooperation on a Small Scale

Everyone wins when people work together. All members of a family and a class can help make the home and the classroom a good place to live, learn and play. Cooperation on a small scale is a prelude to international cooperation.

Lesson Overview

Students discuss the concept of cooperation. They take part in cooperative activities and games.

Learning Outcomes

Students will be able to:
- explain the meaning of cooperation.
- demonstrate examples of cooperation.
- appreciate how cooperation makes the home and the classroom a good place to live, learn and play.
- compare cooperative and competitive games.

Curriculum Tie-In

Language Arts
Social Studies
Physical Education
Mathematics
Art

Vocabulary Words

chores	cooperation	lose
classroom	cooperative	share
competitive	help	win
cooperate		

Materials

- copy of the poem "Hug O'War"
- "Cooperative Games" sheet
- art supplies

Suggested Activities

- Print the poem "Hug O'War" by Shel Silverstein on the chalkboard and have the students read it.

Hug O'War

by Shel Silverstein

(from *Where the Sidewalk Ends: The Poems and Drawings of Shel Silverstein*, Harper and Row, 1974.)

I will not play at tug o-war
I'd rather play at hug o'war,
Where everyone hugs
Instead of tugs,
Where everyone giggles
And rolls on the rug,
Where everyone kisses,
And everyone grins,
And everyone cuddles,
And everyone wins.

- Discuss:
— What does the poet mean by "hug o'war"?
— What does the poet mean by "everyone wins"?
— Do you agree that everyone wins in a hug o'war? Why or why not?

- Ask the students to define the word *cooperation*. Write their suggestions on the chalkboard or poster paper. Then ask them to give examples of cooperation at home and at school. Write these beside the list of definitions. Discuss:
— What happens when members of a family don't cooperate? What happens when they do?
— What happens when members of a class or a school don't cooperate? What happens when they do?

- Point out that one way of cooperating is doing chores. Develop a class definition of a chore. List examples of chores that the students do. Find out how many students do each chore and graph the results. Discuss:
— What chores does each member of your family do?
— Who in your family has the most chores? the fewest chores? the easiest chores? the hardest chores? Why?
— How are chores examples of cooperation?
— How does doing chores benefit your family or class?

- Have the students illustrate their favourite and least favourite chores in a drawing or model. Or, divide the class into small groups and have each group do a short skit acting out one of the chores.

- Point out that cooperation also applies to playing. Most games that we're familiar with are competitive: they are organized so that there is a winner and a loser. But many other games are cooperative: they are organized so that everyone works together and everyone wins. Choose some games from the Cooperative Games list below and play them. Afterward, discuss:

— What did you like about these games?
— What didn't you like about these games?
— How is playing cooperative games different from playing competitive games?
— How is playing cooperative games similar to playing competitive games?

For More Information

The Cooperative Sports and Games Book. Orlich, Terry. Pantheon Books, 1978.

The Second Cooperative Sports and Games Book. Orlich, Terry. Pantheon Books, 1982.

Playfair: Everybody's Guide to Noncompetitive Play. Weinstein, Matt and Goodman, Joel. Impact Publishers, 1980.

"South Winds and Stone Cities." Animated film about children's willingness to care for and to share with one another despite distance and cultural barriers. 8 min. 1981. Available from your provincial UNICEF office.

COOPERATIVE GAMES

(adapted from *The Second Cooperative Games and Sports Book*, Terry Orlich, Pantheon Books, 1982)

Puzzled Partners

Have the children form pairs. Music plays and the children walk or skip away from their partners. As soon as the music stops, both partners rush toward each other, join hands and squat down. The moment the music starts again, they are both up and away. The game is most fun when the intervals between getting up and coming back are made very short.

Wagon Wheel

In groups of seven, the children stand in a circle and join right hands in the centre. They move their wheel in a circular motion around the walls of a gym or building, with the backs of two or three children touching the wall momentarily as the wheel spins along the wall.

Variation: The children form the wheel in a sitting position, with their legs straight out and their feet touching in the middle of the circle. The palms of their hands are placed on the floor beside their hips. To get the wheel moving, they all lift their behinds and move one "step" to the side, keeping their feet in the middle. This continues step by step until the wheel makes a full circle.

Frozen Beanbag

All the children walk, hop, spin, run or dance around while balancing a beanbag on their heads. If the beanbag falls off, the child is frozen and a friend must pick up the beanbag — without losing his or her own beanbag — and replace it on the frozen child's head.

Variation: To increase the challenge for older children, this game can be played in pairs or small groups. Two or three children link arms and move around as a unit, each with a beanbag. If anyone drops a beanbag, the whole group is frozen. A rescuing group must squat down together, pick up the dropped beanbag and replace it without losing their own beanbags. If one of the rescuers' beanbags drops, both groups are frozen.

TEACHERS' NOTES

COOPERATION

Cooperation on a Grand Scale

Cooperation at every level from the local neighbourhood to the global village is essential to ensure that the basic needs and rights are fulfilled for all the world's people. Everyone, adults and children alike, has a role to play in the process of international cooperation.

Lesson Overview

Students discuss how people help make communities better places to live. They extend this idea to global communities with examples of international cooperation.

Learning Outcomes

Students will be able to:

- give examples of how the jobs and tasks of many people help to make their community a good place to live.
- explain how a disaster influences the lives of people.
- give an example of how people and countries have cooperated to help others in distress.
- appreciate the role of international cooperation in helping people in areas affected by disasters.

Curriculum Tie-In

Language Arts
Social Studies
Art

Vocabulary Words

community	fire	island
disaster	flood	shelter
earthquake	hurricane	storm

Materials

- art supplies
- "News Flash: Hurricane Gilbert" student activity sheet
- world map, atlas or globe

Suggested Activities

- Have the children collect or draw pictures showing examples of the different jobs or tasks that people (including children) do in a community. Mount these on a piece of bristol board or on the bulletin board. Discuss how each of these jobs or tasks helps to make the community a good place to live.

- Point out that when someone in the community has a problem (such a parent being hospitalized) or suffers a disaster (such as a fire), other members of the community often pitch in to help that person or family out. Ask the students to give examples of this. Encourage them to tell or write true stories about instances of community cooperation.

- Point out that sometimes countries need help, too. As an example, discuss the effects an earthquake might have in a country:
  — How will people get food? water? clothing? shelter?
  — In what other ways might the earthquake affect people?
  — What help will the people need the first day? the first month? the first year?

- Ask the children to give examples of other disasters that would cause similar problems. Write their suggestions on the chalkboard. Older children can categorize the disasters as those with natural causes and those caused by people. Here is a sample list:
  — blizzard
  — hurricane
  — flood
  — earthquake
  — volcanic eruption
  — tornado
  — drought
  — forest fire caused by lightning

  — war
  — forest fire caused by people
  — chemical spill, leak or explosion

- Have the students read the "News Flash: Hurricane Gilbert" student activity sheet. Locate Jamaica on a map or globe. Discuss:
— What is a hurricane?
— What damage did Hurricane Gilbert do in Jamaica?
— During and after Hurricane Gilbert, why were many people unable to get food? clean water? shelter? clothing?
— How did other countries help the people of Jamaica?
— Do you think the people of Jamaica would rather keep on receiving boxes of food or receive seeds and garden tools? Why or why not?

- Have the children do a skit, puppet show or felt board story about Hurricane Gilbert and the disaster relief that followed it, or about some other disaster. Emphasize the aspect of international cooperation.

- Read the following paragraph to the children or print it on the chalkboard:

  The world is like one great big community. All the countries are neighbours. When one neighbour is in trouble, all the other neighbours help out. That's what cooperation is all about.

  Ask the children whether they agree or disagree. Have them discuss how it applies to the situation in Jamaica. Ask them to give other examples of global cooperation.

Extension Activities

- Invite a representative of the Canadian Red Cross Society into your class or have the children write letters to the provincial Red Cross office, to find out about disaster relief efforts in recent years.

- Undertake a class project in aid of international disaster relief. Make a quilt or collect cans of food to donate to a relief agency, have a spell-a-thon to raise money for drought victims.

For More Information

"Friends of the Family" ("Amis sans frontieres"). Animated film about the purpose of collecting funds for foreign aid and about how children can contribute to the welfare of others around the world. 9 min. Available from your provincial UNICEF office or from the National Film Board, catalogue #106C 0182 055.

"A Developing World." Lessons on international development. Available from Canadian International Development Agency (CIDA), 200 Promenade du Portage, Hull, Quebec K1A 0G4.

UNICEF Canada — See the list of provincial offices on the inside back cover of this manual.

Canadian Red Cross Society — 1800 Alta Vista Drive, Ottawa, Ontario K1G 4J5 or your provincial Red Cross office.

STUDENT ACTIVITY SHEET

NEWS FLASH! NEWS FLASH!

Unicef truck delivers supplies in Jamaica

Hurricane Gilbert hits Jamaica

KINGSTON, JAMAICA, September, 1988 — Winds strong enough to blow down wooden houses, rains so heavy that they formed rivers in the streets — that was Hurricane Gilbert. For two days in September, 1988, Hurricane Gilbert blew over the island of Jamaica, in the Caribbean Sea.

Weathermen reported that Hurricane Gilbert was the strongest hurricane of the last 80 years.

Winds blew the roofs off of houses. They blew down telephone poles and trees. Rivers flooded and washed out bridges. Farm crops were ruined. Thousands of farm animals drowned.

Fifty people died in the hurricane. 500,000 people were left without homes. One man said, "My family lost everything we owned. We are cold, wet, hungry and sick."

As soon as the other countries of the world heard about the hurricane, they joined together to help. They sent blankets, food, milk, clean water, medicine, bandages, clothing, shoes and diapers. They sent seeds and garden tools so the people could plant their gardens and fields again. They sent money for machines and tools to fix roads, bridges, hospitals and electric lines.

Canada was one of the countries that helped. Canada sent Jamaica about 3 million dollars. A Canadian boat sailed from Halifax, Nova Scotia, carrying supplies to the people of Jamaica. School children across Canada raised money and collected clothes and books for Jamaican children.

A woman whose home washed away said, "Hurricane Gilbert was a terrible disaster for Jamaica. It will take us a long time to clean up. But we are grateful to everyone for your help."

Appendix A

Vocabulary Words and Suggested Activities

Below is an alphabetical list of all the vocabulary words noted throughout the manual. You may use them in different ways, depending on the skills of your students. Here are some suggestions:

- Keep a dictionary, writing each word on the appropriate page. If desired, decorate the dictionaries with artwork about international development.
- Define the vocabulary words.
- Write a sentence using each vocabulary word.
- Use the vocabulary words as spelling words.
- Make word search grids or crossword puzzles with the vocabulary words.

aim
ancestor
antibody

birthday
blind
blood

celebration
ceremony
chores
classroom
cleaner
community
competitive
cooperate
cooperation
cooperative
cure
custom

decorations
diarrhea
diphtheria
disaster
disease

earthquake
equipment
evaporate
examine
exercise

fair
family
fire
flood

game
germ
gift
goal

health
help
hop
hurricane

immunization
immunize
island

jump

kick

lose

measles

needle

ointment

party
penicillin
polio
protection

race
run

scout
share
shelter
shot
solar
sores
speed
sportsmanship
storm
strength

team
tetanus
trachoma
tuberculosis

unfair

vaccinate
vaccine
village

water
water vapour
whooping cough
win

yaws

Appendix B

Curriculum Matrix

	Social Studies	Language Arts	Math	Health	Art	Phys Ed	Science
Happy Birthday to Everyone	X	X	X		X		
Let's Play!	X	X			X	X	
Be Wise, Immunize	X	X		X	X		X
Child Health Scouts	X	X		X	X		X
Cooperation on a Small Scale	X	X	X		X	X	
Cooperation on a Grand Scale	X	X			X		

Appendix C

Educating for Cooperation

The nations of the world are just beginning to explore the enormous potential benefits of cooperation. Students, too, must develop cooperative skills. **Within Our Reach — Primary** includes:

- games that are best played cooperatively
  - — Zoo Game
  - — Puzzled Partners
  - — Wagon Wheel
  - — Frozen Beanbag
- activities in which students team up to make presentations
  - — Be Wise, Immunize
  - — Child Health Scouts
  - — Cooperation on a Small Scale
  - — Cooperation on a Grand Scale
- real-life examples of impressive accomplishments in national and international cooperation
  - — Child Health Scouts
  - — Cooperation on a Grand Scale

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UNICEF

The United Nations Children's Fund is the main UN channel for the delivery of grassroots development programs to the most vulnerable group in developing countries—mothers and children. The program focuses on providing basic services in health, nutrition, water supply, education and other social services with emphasis on community involvement, development of local institutions and use of appropriate technology. UNICEF gives its full support to the World Health Organization's objective of universal immunization which, if achieved, would save as many as five million children a year from death caused by preventable diseases. UNICEF has also encouraged the application of the 'self-health' principle in many developing countries: a low-cost method involving oral rehydration therapy, immunization, breast-feeding and growth checking which has had a significant impact on the health of children and the reduction of mortality rates in the Third World.

Unicef Canada
in cooperation with the Canadian International Development Agency.